

**THE CORRELATION BETWEEN STUDENTS' SIMPLE
PRESENT TENSE MASTERY AND SPEAKING ABILITY IN
DAILY CONVERSATION AT THE FIRST SEMESTER OF
THE EIGHTH GRADE OF AT MTS MASYARIQUL ANWAR
BANDAR LAMPUNG IN ACADEMIC YEAR 2020/2021**

A Thesis

Submitted As a Partial Fulfillment of
Requirements For S1-Degree



NOVI NURMALASARI
1611040346

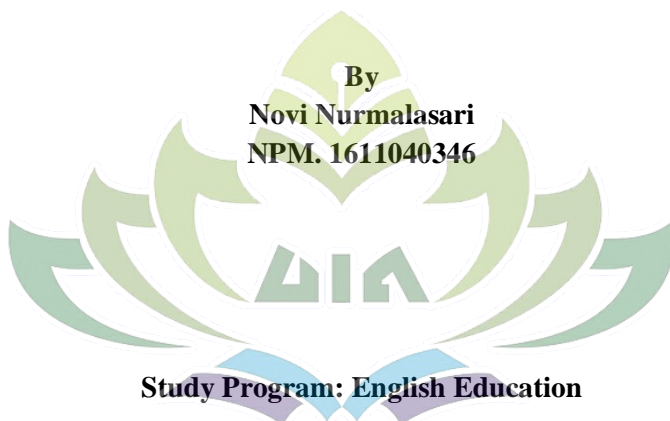
Advisor : Prof. Dr. H. Sulthon Syahril, M.Ag
Co-Advisor: Irawansyah, M. Ag

Study Program : English Education

**TARBIYAH FACULTY AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY RADEN INTAN LAMPUNG
2021**

**THE CORRELATION BETWEEN STUDENTS' SIMPLE
PRESENT TENSE MASTERY AND SPEAKING ABILITY IN
DAILY CONVERSATION AT THE FIRST SEMESTER OF
THE EIGHTH GRADE OF AT MTS MASYARIQUL ANWAR
BANDAR LAMPUNG IN ACADEMIC YEAR 2020/2021**

**A Thesis
Submitted as a Partial Fulfillment of
the Requirement for S1 Degree**



**Advisor: Prof. Dr. H. Sulthon Syahril, M.Ag
Co-Advisor: Irawansyah, M.Pd**

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF RADEN INTAN
LAMPUNG
2021**

ABSTRACT

THE CORRELATION BETWEEN STUDENTS' SIMPLE PRESENT TENSE MASTERY AND SPEAKING ABILITY IN DAILY CONVERSATION AT THE FIRST SEMESTER OF THE EIGHTH GRADE OF AT MTS MASYARIQUL ANWAR BANDAR LAMPUNG IN ACADEMIC YEAR 2020/2021

By
Novi Nurmalasari

The objective of this research was to know whether there is a significant correlation between students' simple present tense mastery and speaking ability in daily conversation at first semester of the eight grade students of MTS Masyariqul Anwar in the academic year of 2020/2021.

The research methodology used was correlation research. The population of this research was the eight grade students of MTS Masyariqul Anwar, it included 35 students from two classes. The sample was class VIIIB, it consisted 17 students. To take the sample, the researcher used cluster random sampling. In collecting the data, the researcher used test. They were simple present test and speaking test. The instruments were multiple choice that consisted 30 items for simple present test and conversation test. The topics of speaking test were about making dialogue daily conversation and the topics were at school, library, hospital and home. In analyzing the data, the researcher used SPSS (*Statistical Package for Social Science*)

From the result of hypothetical test, it showed the significant value was 0.000. This meant the alternative hypothesis was accepted and null hypothesis was rejected because the significant value < 0.05 . While, based on the r value table, there was a high correlation as the r value was 0.709. In other words, it could be concluded that there was a significant correlation between students' simple present tense mastery and speaking ability in daily conversation at the first semester of the eight grade students of MTS Masyariqul Anwar in the academic year of 2020/2021.

Keywords: Correlation Research, Simple Present tense Mastery, Speaking Daily Conversation

DECLARATION

I am a student with the following identity:

Name : Novi Nurmalasari
Students' Number : 1611040346
Thesis : The Correlation between Students' Simple Present Tense Mastery and Their Ability in Speaking Ability at First Semester of the Eight Grade Students of MTS Masyariqul Anwar in the Academic Year 2020/2021

Certify that this thesis is definitely my own work. I am completely responsible for the contents of this thesis. Other researchers' opinion or research findings included in the thesis are quoted in accordance with the ethical standards.

Bandar Lampung, February 2nd, 2021

The Researcher,



Novi Nurmalasari
NPM. 1611040346



KEMENTERIAN AGAMA
UIN RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat : Jl. Let. kol. H. Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703260

APPROVAL

Title : The Correlation between Students' Simple Present Tense Mastery and Speaking Ability in Daily Conversation at the first Semester of The Eight Grade at MTS Masyariqul Anwar Bandar Lampung in Academic Year 2020/2021.

Student's Name : Novi Nurmalasari

Student's Number : 1611040346

Study Program : English Education

Faculty : Tarbiyah and Teacher Training Faculty

APPROVED

To be tested and defended in the examination session
at Tarbiyah and Teacher Training Faculty State Islamic University of
Raden Intan Lampung

Advisor,


Prof. Dr. H. Sulthan Syahril, M.Ag

NIP: 19560611988031001

Co-Advisor,


Irawansyah, M.Pd

NIP:

**The Chairperson
of English Education Study Program**


Meisuri, M.Pd

NIP: 198005152003122004



**KEMENTERIAN AGAMA
UIN RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN**

Alamat : Jl. Let. kol. H. Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703260

ADMISSION

A proposal entitled: **THE CORRELATION BETWEEN SIMPLE PRESENT TENSE MASTERY AND SPEAKING ABILITY IN DAILY CONVERSATION AT THE SECOND SEMESTER OF THE EIGHT GRADE OF MTS MASYARIQUL ANWAR BANDAR LAMPUNG IN ACADEMIC YEAR OF 2020/2021**, by: **NOVI NURMALASARI, NPM. 1611040346**, Study Program: English Education, was tested and defended in the examination session held on: **Thursday, June 17rd 2021.**

BOARD OF EXAMINERS

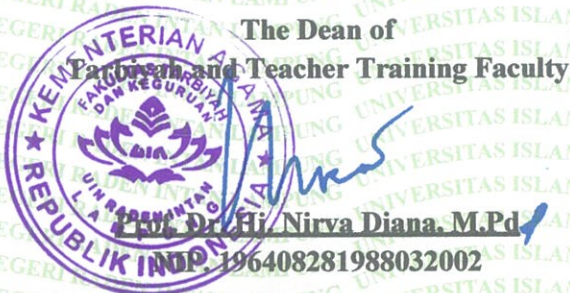
Moderator : Dr. M. Muhassin, M. Hum

Secretary : Dian Reftyawati, M.Pd

Primary Examiner : Rohmatillah, M.Pd

The 1st Co-Examiner : Prof. Dr. H. Sulthan Syahril M.Ag

The 2nd Co-Examiner : Irawansyah, M.Pd



MOTTO

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ

هَٰؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ ﴿٣١﴾

*And He taught Adam all the names, then presented them to the angels;
then He said: Tell me the names of those if you are right.*

(QS. Al Baqarah: 31)¹



¹Abdullah Yusuf Ali, *The Meaning of Holy Quran* (New Delhi: Millat Book Centre), 2006, p.8

DEDICATION

I would like to dedicate this thesis for all my beloved people, especially for:

1. My beloved parents, Mr. Satim and Mrs. Maskami who always support me and always pray for my success.
2. My big family, especially my father, Mr. Satim who always support and give me motivation.
3. My Almamater UIN Raden Intan Lampung.

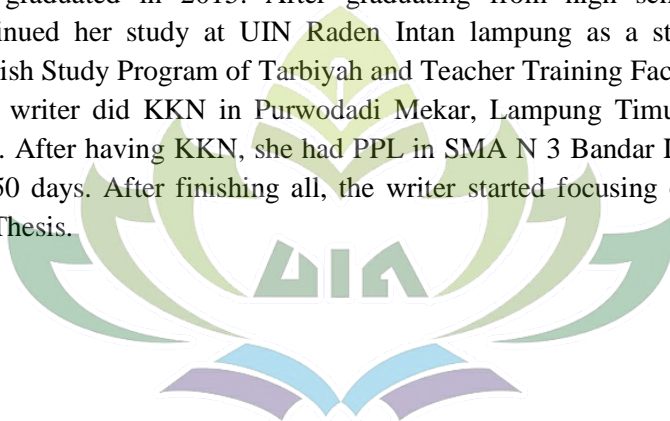


CURRICULUM VITAE

The name of the researcher is Novi Nurmallasari. She was born on November 1st, 1997 in Durian payung, Tanjung Karang Pusat, Bandar Lampung. She is the Fifth child of Mr. Satim and Mrs.Maskami. She has ten siblings, they are Santini, Agus Anggraini, Aniisa, Ratih Kurniasih, Hendri Rangga Susanto, Anya Wulan Dari, Sovi Andini, Ahmad Raffa Alhafidz, and Ahmad Reffa Alhafidz.

The Writer graduated from SD N 1 Durian Payung in 2009. Then, she continued her study at SMP PGRI 3 Bandar lampung and finished her study in 2012. After graduated from SMP PGRI 3 Bandar lampung she continued studying at MA Masyariqul Anwar Bandar Lampung and graduated in 2015. After graduating from high school, she continued her study at UIN Raden Intan lampung as a student of English Study Program of Tarbiyah and Teacher Training Faculty.

The writer did KKN in Purwodadi Mekar, Lampung Timur for 40 days. After having KKN, she had PPL in SMA N 3 Bandar Lampung for 50 days. After finishing all, the writer started focusing on doing her Thesis.



ACKNOWLEDGEMENT

First of all, all praise is due to Allah SWT, the most merciful and the most beneficent for His blessing, so the researcher can finish this thesis. Peace and salutation always be with our prophet Muhammad SAW who always guided us from the darkness to the lightness.

This thesis entitled “The Correlation Between Students’ Simple Present Tense Mastery and Speaking Ability in Daily Conversation at the First Semester of the Eighth Grade Students of MTS Masyariqul Anwar in the Academic Year of 2020/2021” is submitted as compulsory fulfillment of the requirements for S1 degree of English study program at Tarbiyah and Teacher Training Faculty, State Islamic University of Raden Intan Lampung. Without help, advice, support, and encouragement several people, this thesis would never come into existence. Therefore, the researcher would like to express the deepest sense of gratitude to:

1. Prof. Dr. Hj. Nirva Diana, M.Pd , the dean of Tarbiyah and Teacher Training Faculty of UIN Raden Intan Lampung.
2. Meisuri, M.Pd, the chairperson of English Education Study Program at UIN Raden Intan Lampung.
3. Prof. Dr. Sulthan Syahril M.Pd, the advisor who always patiently guided the researcher until the completion of this thesis.
4. Irawansyah, M.Pd, the co-advisor who always guided the researcher and spent her time to correcting this thesis until finish.
5. All of the lecturers of UIN Raden Intan Lampung who have taught the researcher.
6. as a headmaster of MTS Masyariqul Anwar who has helped the researcher.
7. Merliyani S.Pd, as a English teacher in MTS Masyariqul Anwar who has helped the researcher in collecting the data.
8. All students of MTS Masyariqul Anwar, especially students in eight grade who have given their best participant.
9. All of English Education class G who always support each other.

The researcher realizes that this thesis still far from perfect. Thus, the researcher truthfully welcomes criticism and suggestion from the reader.

Bandar Lampung, February 2nd, 2021

The researcher,

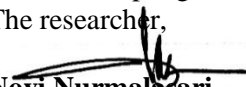

Novi Nirmalasari
NPM. 1611040346

TABLE OF CONTENT

COVER.....	i
ABSTRACT.....	ii
DECLARATION.....	iii
APPROVAL	iv
ADMISSION.....	v
MOTTO	vi
DEDICATION.....	vii
CURRICULUM VITAE	viii
ACKNOWLEDGEMENT	ix
TABLE OF CONTENT	x
LIST OF TABLES	xiii
LIST OF APPENDICES.....	xvi
LIST OF FIGURE.....	xvii
CHAPTER 1 INTRODUCTION	
A. Background of the Problem	1
B. Identification of Problem	12
C. Limitation of Problem.....	12
D. Formulation of Problem.....	12
E. Purpose of Research.....	13
F. Significance of the Research.....	13
G. Scope of Research.....	14
1. Subject of Research	14
2. Object of Research	14
3. Place of Research	14
4. Time of Research.....	14
CHAPTER II REVIEW OF RELATED LITERATURE	
A. Teaching English as a Foreign Language.....	15
B. Concept of Grammar	16
C. Concept of Tenses.....	18
D. Concept of Simple Present Tense.....	20
1. Definition of Simple Present Tense	20
2. Use of Simple Present Tense	22
3. Form of Simple Present Tense.....	24

4. Time Signal of Simple Present Tense	24
5. Simple Present Tense Mastery.....	25
E. Concept of Speaking	26
1. Definition of Speaking.....	26
2. Speaking Process	28
3. Speaking Ability	30
F. Concept of Student's Ability in Speaking	33
G. Concept of Daily Conversation	33
H. Frame of Thinking	36
I. Hypothesis	38

CHAPTER III RESEARCH METHODOLOGY

A. Research Design	39
B. Variable of Research.....	40
C. Operational Definition of Variable	40
D. Population, Sample, and Sampling Technique	41
1. Population of Research.....	41
2. Sample of Research	41
3. Sampling Technique	41
E. Data Collecting Technique.....	42
F. The Produce of the Research.....	43
G. Try Out	44
H. The Procedure of the Research	44
I. Instrument of the Research.....	44
1. Validity and Reliability Test.....	47
2. Validity of Test.....	47
a. Content Validity.....	47
b. Constructs Validity	47
c. Internal Validity	48
3. Reliability of Test.....	48
4. Readability of the Test	49
J. Data Analysis.....	49
1. Normality Test.....	49
2. Linearity Test	50
3. The Hypothesis Test	50

CHAPTER IV RESULT AND DISCUSSION

A. Result of the Research	55
1. Result of Simple Present Tense Test	55
2. Result of Speaking Ability Test	56
3. Result of Normality Test	57
4. Result of Linearity Test	58
5. Result of Hypothetical Test	59
B. Discussion and Findings	61

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion	63
B. Suggestion	63
1. Suggestion for the Teacher	63
2. Suggestion for the Student	64
3. Suggestion for the Next Researcher	64

REFERENCES

APPENDICES



LIST OF TABLES

1. Table 1 English Subject Score	4
2. Table 2 Students Simple Present Tense Score	4
3. Table 3 Speaking Score	5
4. Table 2 Population of the Eight Grade	41
5. Table 3 The Specification of SPT Test before Validity	42
6. Table 4 The Specification of SPT Test after Validity	44
7. Table 5 The Criteria of Reliability	51
8. Table 6 r Value Interpretation	54
9. Table 7 The Result of Normality Test	58
10. Table 8 The Result of Linearity Test	59
11. Table 9 The Result of Hypothetical Test	60



LIST OF APPENDICES

- Appendix 1 Teacher's Interview Guideline
- Appendix 2 The Transcript of Teacher Interview
- Appendix 3 Teacher Interview Result
- Appendix 4 Students' Questionnaire Guideline
- Appendix 5 Students' Questionnaire Result
- Appendix 6 Students' Simple Present Tense score in Preliminary Research
- Appendix 7 Syllabus
- Appendix 8 Validation Form for Simple Present Tense Test
- Appendix 9 Validation Form for Speaking Test
- Appendix 10 The Item Test of Simple Present Tense before Validity
- Appendix 11 The Key Answer of Simple Present Tense Test before Validity
- Appendix 12 Students' Score of Simple Present Tense in Tryout
- Appendix 13 The Result of Item Validity of Simple Present Tense Mastery Test
- Appendix 14 The Result of Item Reliability of Simple Present Tense Mastery Test
- Appendix 15 The Result of Item Reliability of Speaking Ability Test
- Appendix 16 The Item Test of Simple Present Tense Mastery after Validity
- Appendix 17 The Key Answer of Simple Present Tense Mastery Test after Validity
- Appendix 18 Instrument of Simple Present tense and Speaking Test
- Appendix 19 Scoring Rubric of Speaking
- Appendix 20 Students' Score of Simple Present Tense Mastery Test
- Appendix 21 Students' Score of Speaking Ability Test
- Appendix 22 The Result of Simple Present Tense Mastery Test
- Appendix 23 The Result of Speaking Ability Test
- Appendix 24 The Result of Normality Test

Appendix 25 The Result of Linearity Test
Appendix 26 The Result of Hypothetical Test
Appendix 27 Documentation



LIST OF FIGURE

1. Figure 1 The Result of Speaking Ability Mastery Test
2. Figure 2 The Result of Speaking Ability Test



CHAPTER I

INTRODUCTION

A. Background of the Problem

The goal of teaching and learning English is to make students master English skills. They are four English skills namely speaking, reading, listening, and writing.¹ Those should be mastered by the students, certainly. Skill is the ability, dexterity to do something well and carefully.² Speaking was one of four language skills that must be studied by junior high school students. Even though it was an obligatory skill in English language teaching, speaking was often considered timid, so that many teachers and students avoid teaching and learning it. The Ability to use oral language to communicate effectively is a key foundation for a student's academic success informal education.³ Speaking is a crucial part of foreign language learning and teaching.

Moreover, the success of English learning can be seen generally through speaking ability. According to Kalayo, many language learners regard speaking ability as a measure of knowing a language⁴. so that the student's success in English learning can be seen from the ability to speak English. It should improve student's communication ability, and learn how to use language, appropriately.

Furthermore, speaking is a productive skill that can be directly and empirically observed.⁵ According to Taringan

¹Sanggam Siahaan, *Issues In Linguistics* (1st Ed), (Yogyakarta: Graha Ilmu, 2007), p.215

²Hasibuan, Kalayo and Ansyari, Fauzan. *Teaching English as a Foreign Language*. (Pekanbaru:Alfa Riau,2007), p.101

³John murno, *Teaching oral language* (Camberwell Victoria : Australian council for Educational Ltd, 2011).p. 3

⁴Hasibuan, Kalayo and Ansyari, Fauzan. *Teaching English as a Foreign Language*.(Pekanbaru:Alfa Riau,2007), p.101

⁵ Douglas Brown, *language Assessment Principle and Classroom Practices* (San Fransisco, Ed. 1 2004,).p.140

speaking was the ability of a person to say articulation sounds or words that aim to express states and convey the thoughts of the person's ideas and feelings, so as people know that speaking skills were the most important part in language, success or failure in conveying information to others, based on the language, when the language was easy to understand then success in speaking can be achieved. Most people assume that speaking skills are the most difficult skills in the language.

Speaking is an interactive process of constructing meaning that concerns producing receiving and processing information. When someone speaks, he or she interacts and uses the language to express his or her ideas, feeling, and thought. It was the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes, and viewpoints. As the English Education Department mastered speaking is a crucial thing due to communicating effectively. To do so, learners should know the components of speaking therefore they can speak correctly and fluently. Those components are vocabulary, pronunciation, grammar, and fluency.

So, as for the writer, to make us easy to deliver and people to receive, speaking has to be done appropriately and it contains ideas, emotions, intentions, and hopes. To do so, the components have to be concerned and practiced more. So, students do not make any misunderstanding or misleading in the process.

Little the teachers know the current English conversation learning system must prioritize student's communication skills. Because in such a way it was made students easier to express themselves in learning and following the rules of English in communicating. Some students have a lack of desire to speak because of their shyness and low confidence, but there is no appropriate solution about how teachers can overcome this problem.

There are some Techniques to promote speaking⁶

⁶ Hayriye Kayi, “*Teaching Speaking: Activities to Promote Speaking in a Second*

The First was Discussions, After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity was set by the teacher. In this way, the discussion points were relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things. For example, students can become involved in agree/disagree discussions. In this type of discussions, the teacher can form groups of students, preferably 4 or 5 in each group, and provide controversial sentences like “people learn best when they read vs. people learn best when they travel”. Then each group work on their topic for a given time period, and presents their opinions to the class. It is essential that the speaking should be equally divided among group members. At the end, the class decides on the winning group who defended the idea in the best way. This activity fosters critical thinking and quick decision making, and students learn how to express and justify themselves in polite ways while disagreeing with the others. For efficient group discussions, it is always better not to form large groups, because quiet students may avoid contributing in large groups. The group members can be either assigned by the teacher or the students may determine it by themselves, but groups should be rearranged in every discussion activity so that students can work with various people and learn to be open to different ideas. Lastly, in class or group discussions, whatever the aim is, the students should always be encouraged to ask questions, paraphrase ideas, express support, check for clarification, and so on.

The Second was Role Play, One other way of getting students to speak was role-playing. Students pretend they were in various social contexts and had a variety of social roles. In role-play activities, the teacher gave information to the learners such as who they were and what they think or feel.

The Third was Simulations. Simulations was very similar to role-plays but what makes simulations different than role plays was that they were more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student was acting as a singer, she bring a microphone to sing and so on. Role plays and simulations had many advantages. First, since they was entertaining, they motivate the students. Second, they increase the self-confidence of hesitant students, because in role play and simulation activities, they will had a different role and do not have to speak for themselves, which means they do not had to take the same responsibility.

The Fourth Information Gap in this activity, students was supposed to be working in pairs. One student will had the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language.

The Fifth was Brainstorming, on a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming was effective and learners generate ideas quickly and freely. The good characteristics of brainstorming was that the students are not criticized for their ideas so students will be opened to sharing new ideas.

The last was Storytelling, students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class.

Undoubtedly, those were several techniques to which teachers can apply in the daily basic learning process. And writers have experienced that such techniques gave students more action also motion, so the class was more active. Yet, not only students but also teachers can have some fun but still effective and the goals are achieved. However, the practice must go on whether in a class or home, that practice makes perfect.

But, most teachers in Indonesia, only used the memorization technique. Without added more techniques such have written above. As a consequence, the learning process was felt so long and boring for the students less active. For this reason, teachers have been more creative to develop new methods and approaches. Of course, the methods above can be taken as an example, but others can be accepted as long as it was reliable and relatable to the condition of the class.

In testing the ability to speak a person, sometimes a teacher made confused by finding difficulties in determining the judgment because each student has a difference in understanding the lesson and having different abilities in learning the language. There was a good student in pronouncing the pronunciation of each word, but he fails in conveying his idea of no content, or message delivered. Generally, many students had difficulty expressing ideas orally, so students were confused to speak the same case described earlier.

To make it clear, these were several difficulties that the writer has seen in some cases, to show that, The first one was vocabulary, the lack of vocabulary made students hard to speak long and use more variative words. In this case, students had to enrich their lexicon and search for different, unique, and uncommon word sit will make speaking more elegant and fluent. On the other hand, it will increase the speed of speech students do not do much mumbling in speech. The mumbling was caused by the limited word on our head, sometimes the students know what they were went to speak in their native language in their mind but can not reveal the ideas in English because of the deficiency of vocabulary they had.

Secondly was a grammatical deficiency. It is acceptable when it comes to the practice session. Because it needs to grow the courage of the students to speak first and can figure the grammatical rules later. Even so, the grammar should be perfected to grew more confident in speaking, and also the audience can took the ideas correctly and clearly.

Brows say that grammar was a system of rules governing the conventional arrangement and relationship of words in sentences.⁷ Writer interest in speaking because the writer wants to research further and found out what were the solutions to solving problems, or difficulties that students face in learned speaking skills. In this research, the writer was assess students' ability to grammar in conveyed something that happens in everyday life. There were aspects of some aspects of existing word clauses, sentence, active voice, passive voice, verb, and tenses. In this research writer was test, students' ability to make sentences used one of the tenses that the writer to the ok, namely simple present tense.

Thirdly limited to recite words or pronunciation so it was difficulty to pronounce the word that it says correctly. As the case occurs, sometimes a teacher does not payed attention to the good pronunciation and true so that the mistake carried out continuously by students, the case was sometimes the teacher was less through in pronouncing pronunciation well. In this issue, students often have difficulty with how to recited words that correspond to the existing pronunciation. The obvious or absence of a person's speaking ability lies in the four issues mentioned above.

The fourth aspects of speaking assessment were very important and very sustainable if one of the third assessments was not possessed, It can be said that the speaking skill was not yet perfect, but conversely, if they fulfill or have these third aspects, students can said to have achieved in learning speaking skills. In teaching and learning English as a foreign language it needs

⁷H.douglas Brown, *Teaching By Principe an Interactive Approach in language pedagogy* (2nd Ed), (New York: Longman, 1994), p. 347

Grammar to speak and write correctly. The students need Grammar to make a good sentence. Grammar was one of the components of language that must be mastered by the students to learn English. Because the grammatical rules of the Indonesian language were different from English. That is why Learning English Grammar was very important to understand.

Speaking was a productive skill that can directly and empirically be observed. It requires students or learners to produce. Without speaking skills, they will just keep silent. To speak well, they must practice their skill in everyday life. Therefore, the teacher should allow students to practice their speaking skills by giving some more examples of activities that put them into real practice communication.⁸

In the interview that the writer has done with Merliyani, S.Pd as an English teacher of MTS. Masyariqul Anwar. She stated that in preliminary research the students get a low score, and it was beyond expectation. It was far from the Minimum Criteria of Mastery (KKM), too precise. To be clear, the students are 35 in total. And only 10 students got a score above the Minimum Criteria of Mastery (KKM). Yet, the rest of the class got in reverse. So in conclusion, it can be said the students' ability was still low, in general. It can be seen in the table below :

Table 1

English subject score of the first semester students of the eighth grade of Mts. Masyariqul Anwar in the Academic year of 2020/2021

No	KKM	The Number of Students	Percentage
1	≥ 75	10	27,8 %
2	< 75	25	72,2 %

⁸Rie Koizumi, *Speaking Performance Measures of Fluency, Accuracy, Syntactic Complexity, and Lexical Complexity* (JABAET: Japan-Britain Association for English Teaching) Journal, 2005), p. 1

	Total	35	100 %
--	--------------	-----------	--------------

Source: Document of English Subject Score of Eighth Grade of MTS Masyariqul Anwar 2020/2021

Based on the table above, it can be seen that more than 72,2 % score of students was under the passed grade for English subject which only 10 students from 36 students passed the criteria of minimum mastery (KKM). It can be said that the English subject of students in MTS. Masyariqul Anwar Bandar Lampung in the academic year 2020/2021 was still on a low level.

Furthermore, based on observation at MTS Masyariqul Anwar Bandar Lampung, the writer found that there are many students who still had low score speaking. It is provide by the following data of speaking test at the eight grade of MTS Masyariqul Anwar Bandar lampung in 2020/2021 academic year, whereas the criteria of minimum mastery score (KKM) of the school is 75.

Table 2
English subject score of the first semester students of the eighth grade of Mts. Masyariqul Anwar in the Academic year of 2020/2021

No	KKM	The Number of Students	Percentage
1	≥ 75	11	39,67 %
2	< 75	25	60,33 %
	Total	36	100 %

Source: Document of Speaking Score of Eighth Grade of MTS Masyariqul Anwar 2020/2021

Based on the table above, it can be seen that more than 60,33 % Speaking score of students was under the passing grade for English subject in MTS Masyariqul Anwar Bandar Lampung.

There were only 11 students from 36 students who passed the criteria of minimum mastery (KKM). It shows that Speaking Ability of students in MTS Masyariqul Anwar in 2020/2021 academic year is still low.

Grammar was also called organization words that were combined into sentences to express thought and feeling or to express the idea in writing. In teaching English as a foreign language, the students need to master grammar because by mastering grammar students will be able to speak and write English correctly. In mastering English grammar many rules and sentences should be mastered by the students. One sentence was a simple present tense.

The simple present tense refers to an action or situation that to do not change often. It used to describe habits or routines, to express opinions, or to make general statements of fact, the simple present can also be used to refer to the future.⁹ It means that simple present tense was one kind of sentence that used to express daily conversation and general statements.

Based on the interview with some students, they said that they were still confused about tenses, the students still made many errors in using tenses. One of the tenses that were regarded as difficult by them was the simple present tense. Students found difficulties to understand the subject-verb agreement in the simple present tense, the formula of the simple present tense, and the rule of the verb in the simple present tense. In conclusion the student ability in simple present tense is still low. (Footnote) it can be seen in the table below :

⁹ Patricia Werner, *Mosaic 1 A Content-Based Grammar*, (New York: McGraw-Hill, 1990), p.125

Table 3

The Students' score of Simple Present Tense Test at the first semester students of the eighth grade of Mts. Masyariqul Anwar in the Academic year of 2020/2021

No	KKM	The Number of Students	Percentage
1	≥ 75	7	30,58 %
2	< 75	27	69,42 %
	Total	36	100 %

Source: Document of Students' Simple Present Tense Score of Eighth Grade of MTS Masyariqul Anwar 2020/2021

Based on the table above, it can be seen that 27 students got score of simple present tense lower than 75, and only 7 students that get score passed the KKM. Moreover, from the table above it can be seen that there were many students had still not understood about simple present tense. They faced difficulties in simple present tense.

The summary based on previous studies about, this research interest to obtain in learning focused on teaching simple present tense mastery in speaking ability in daily conversation. After read some journals as well as "The Correlation Between Students' Simple Present Tense and Their Ability in Writing Descriptive Text" by Evi Fitria. In her study, the researcher uses qualitative research was formed correlation research and the research was done in SMPN 1 Karya Penggawa. The result of his research demonstrated that there was a positive correlation between students' simple present tense mastery and their ability in writing descriptive text. Based on the data analysis computed by using SPSS, it was obtained that Sig = 0,001 and $\alpha = 0,05$. It means that H_a was accepted because of Sig < $\alpha = 0,05$. Based on this research. It was suggested that to have a good ability in

writing descriptive text. Students should have a good mastery of simple present tense.¹⁰

The second journal “The Correlation The Mastery of Present Tense and The Students’ Writing Ability.” by Aivul Hendayana. The researcher uses qualitative research was formed correlation research and the research is done in MTS Al Jauharen. The Result of this research there was a significant correlation between simple present tense mastery and writing ability. The research shows that the correlation in the high level (3,24). Then, when it was tested by the significance t contribution, it shows that the result was significant. The score of to is bigger than t table, in which $3,24 > 2.76$. Therefore the researcher summarizes that simple present tense gave contribution and has a correlation to the ability of writing. Good writing was gotten from the good using simple present tense. The better the simple present tense the students have the better writing.¹¹

The third journal “The Correlation between Students’ Grammar Mastery and Their Speaking Accuracy” by Sarip Hidayatullah. This Research use Correlational Design. The result of the hypothetical test was 0.920, and then it was consulted tor critical. The result of r critical with a significance level of 0.05 was 0.378. Due to r observed is higher than r critical ($0.920 > 0.378$), the research concludes that there is a correlation between students’ grammar mastery and their speaking accuracy at the first semester of the tenth grade of SMAN 1 Lemong Pesisir Barat in the academic year of 2016/2017.¹²

The similarity between previous research and this research were research studying about correlation of two variable, but the differences this research with previous research are on one variable.

¹⁰EviFitria, “*The Correlation between Student Simple Present Tense and Their Ability In Writing Descriptive Text.*” p. 70

¹¹Aivul Handayana, “*The Correlation The Mastery of Present Tense and The Students’ Writing Ability*” p.26

¹²SaripHidayatullah. “*The Correlation between Students’ Grammar Mastery and Their Speaking Accuracy.*” p.48

The differences between previous research and this research were this research conducted to know the correlation between student simple present tense mastery and speaking ability which focuses on speaking in daily conversation.

From the explanation above the writer would focus on one of speaking ability in junior high school at eight grade which about daily conversation. Therefore, The Title of this research was “The Correlation Between Student Simple Present Tense Mastery and Speaking Ability in Daily Conversation at the first Semester of the Eighth Grade of MTS Masyariqul Anwar in academic year 2020/2021

B. Identification of the problem

Based on the problem above, the writer finds several problems as follows:

1. The students found difficulties to understand mastery grammar in simple present tense
2. The students found difficulties in speaking ability in daily conversation.
3. The teachers' technique was not interesting.

C. Limitation of the Problem

In this research, the writer focused on the correlation between students' grammar mastery and their ability in speaking. The grammar focused on the simple present tense mastery and speaking was on daily conversation, to be precise.

D. Formulation of the problem

Were there a significant correlation between the students' mastery of Simple Present Tense and Speaking Ability in daily conversation at the first semester of the Eighth grade of MTs. Masyariqul Anwar, Bandar Lampung.

E. Purpose of the Research

The purpose of this research was to know whether there was a correlation between students' simple present tense mastery and speaking ability in daily conversation at the first semester of the Eighth grade of MTS Masyariqul Anwar Bandar Lampung in academic year of 2020/2021.

F. Significance of the Research

From the statement above the writer expects the result of the research can be used:

1. Theoretically

To support the previous theory and gave more contribution in providing information about the correlation between simple present tense mastery and speaking ability in daily conversation. Besides that, the result of the research expected to add more theory about how to a good speaking based on grammatically and gave more contribution to improve students' speaking skill.

2. Practically

- a. For the teacher, this result of this research can gave some information that can be used as a starting point whether it was important to increase the speaking ability in daily conversation on the variable and the teacher can improve the teaching-learning process, especially in speaking ability by gave more attention when teacher to teach simple present tense mastery to the students.
- b. For students, they used for intended in the learning of simple present tenses such as subject-verb agreement, the rule of the verb, and formula of the simple present tense, so that by understanding the concept or part of the simple present tense, it was speaking ability in daily conversation will good.

- c. For school, this research can be used as a reference in guiding the teacher to know more about the student's ability, The result of this research expected to be able to motivate the school to improved the quality of learning English, and As information especially for the School, teacher or reader about the correlation between students' simple present tense mastery and their speaking ability in daily conversation.

G. Scope of the Research

The scopes of the research are as follow:

1. Subject of Research

The subject of this research was students in the First semester of Eight Grade of MTs Masyariqul Anwar, Bandar Lampung.

2. Object of Research

The object of this research was a correlation between student simple present tense mastery and speaking ability in daily conversation at the First semester of Eight Grade of MTs Masyariqul Anwar, Bandar Lampung

3. Time of Research

The research conducted on students at the First semester of the academic year of 2020/2021.

4. Place of Research

The place of this research was on MTS Masyariqul Anwar, Bandar Lampung in the Academic year of 2020/2021.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Teaching English as a Foreign Language

It is commonly known that people are using the language for communicating with each of a single person they met, on daily basis. Whether it is verbalized or it is not. In particular, it is also used to express the idea of sharing to each people through spoken and written form.

Besides, language teaching is influenced by ideas on the nature of language (language theories) and the learning conditions that make learners acquire the language (learning theories).¹³ And so, it seems to be happened in English, also. In like manner, it can be interpreted that English is different when English for communication and English for teaching materials and methods. However, these differences may influence in Teaching English Achievement.

Especially when teachers teach English as a foreign language. Likewise, according to Harmer that English as a foreign language is generally taken to apply to students who are studying general English at schools and institutes in their own country or as transitory visitors in a target language country. Meanwhile, English generally has been learned by the students since they were at the basic level of education. Due to, English as a foreign language is important and is needed to the English learner as a part of their study in the school. In the case of, in Indonesia English, is considered as a sign language which is learned the formal school as a compulsory subject, from junior high school up to university.

If back in time a little bit, by the late 18th century, the British Empire had spread English through its colonies and geopolitical dominance. So, since then English has become the global

¹³ Ag. BambangSetiyadi, *Teaching English as a Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p. 20

language; it has been used by countries all around the world. whether it is as a first language of the country or the second. And so, to this day English has become the subject of study in schools around the world.

Indeed, it means that English is a language which by all of the words as the first foreign language to communicate. As a result, the goal of teaching English as a second language or foreign language would be for the learners to gain the ability to communicate and express their ideas with it. So, the stress point here is how to help students to learn best, and yet, the learning process has to be enjoyable and easy to follow. And do a lot of practice to master it, of course. For this reason, the teacher should be creative to make the students are interested in learning English as a foreign language

B. Concept of Grammar

Understand the nature of language, also must understand the nature of grammar, and in particular, the internalized unconscious set of rules that is part of the grammar of every language.¹⁴ Brown says that grammar is a system of rules governing the conventional arrangement and relationship of words in a sentence. It should be noted, that it is one of the components of language that must be mastered by the students in learning English, the students need the grammar to make a good sentence, surely.

Grammar is also called organization words that combine into sentences to express thought and feeling or to express the idea in writing. In teaching English as a foreign language, the students need to master grammar because by mastering grammar students will be able to speak and write English correctly, it is fact that different countries have different languages and every language has a system which is called grammar. It also happened in translating, tocompetent in translating it should know of the language structure. In English grammar, tenses play an important

¹⁴ Victoria Fromkin, Robert Rodman, Nina Hyams, *An Introduction to Language* (Massachusetts: Wadsworth, a Part of Thomson Corporation), p.14.

role in sentence formation, the tense of a verb shows the time of an event or action.¹⁵ That means, by mastering a great number of grammars, the students can learn a foreign language easier. In other words, grammar mastery is a student's ability to comprehend and use the properties of words in English, correctly.

Apart from that, there has been an ongoing argument about teaching grammar in class. Some language educators and language learners assume that it is not vital to teaching grammar in language classes separately because it is viewed as such a skill that learners may acquire when they are exposed to the language. While others think that being competent about the grammatical structures of a specific language is very critical because grammatical competence is acknowledged equal to being fluent in communicative skills. However, there is not a consensus about the effectiveness of grammar teaching.

Indeed, grammar teaching is a must in language classrooms, and adopting the most appropriate way to teach in the classroom according to student profile is considered an important issue. It is in line with what False says that the teachers play an important role in determining how much grammar instruction they need, which grammar points to teach, and what kinds of grammar activities are best for them since no one knows the subject matter and the class situation better than the teachers themselves.

In communication, grammar plays an important role, without mastery of grammar it is impossible to make communication through language. Maxim says that around the world there are thousands of languages, each with its grammatical system. This means that students can easily get it wrong when they try to put words together to make a sentence in English.¹⁶

As for the writer, when it talks about speaking, it is not so important grammar. Because when students in a speaking class the objective is to make the learners convey their ideas by

¹⁵Paul Joseph, *Grammar Simple Present Tense*, <http://www.englishleap.com/grammar.tense>, retrieved on April 2nd, 2016

¹⁶Michelle Maxom, *Teaching English as a Foreign Language for Dummies* (Chichester: John Wiley and Sons, Ltd, 2009), p. 211

speaking; whether it is in good and appropriate sentences or not, whether the audiences can catch the ideas or not. With this in mind, it doesn't mean that grammar should not be studied when the students study speaking.

Grammar is indeed a very important component by which English students have to master it. In short, if the students can study and practice both speaking and grammar at the same time that is what teachers want all along. Hence, it depends on how teachers can formulate the best method to accomplish the idea. Altogether, all skills of language are in a circle and they should be taught in an order giving equal importance to all as language teaching.

C. Concept of Tenses

When it comes to grammar, there is no way not to talk about tenses. Because it will be linked automatically. Tenses, indeed, one of the basic parts of grammar by which students have to know. In teaching and learning English the teacher should make the students understand tenses which are used to make them able to make sentences because tenses are a verb form that is used at a certain time. So it must be mastered by the students. However, it should be pointed out that time about the action is a concept that exists in the mind of the speaker, reader, or listener. Tense, in actual usage, refers consistently only to grammatical forms. Often tense and time do not correspond at all.¹⁷

Subsequently, According to Lado, tense is a form of the verb that refers to change the time.¹⁸ It means that tense is the linguistic indication of the time of an action. Tense establishes a relation: it indicates the time of an event concerning the moment of speaking, reading, or listening. On the other hand, the

¹⁷George E. Wishon and Julia M. Burks, *Let's Write English*, (North York: Van Nostrand Reinhold Ltd, 1980), p. 192

¹⁸M.J Lado, *Memahami Tenses Bahasa Inggris*, (Jakarta: Titik Terang, 2008), p. 7

information of time that difference can influence the form of the verb used in the sentences.

So, In general, tense means time. To know what tense is being used in one sentence, one has to look at the verb. Because the verb will be the main focus to distinguish the tense.

In English grammar there are 16 kinds of tenses:

1. Simple Present Tense
2. Present Continuous Tense
3. Present Perfect Tense
4. Present Perfect Continuous Tense
5. Simple Past Tense
6. Past Continuous Tense
7. Pas Perfect Tense
8. Past Perfect Continuous Tenses
9. Simple Future Tense
10. Future Continuous Tense
11. Future Perfect Tense
12. Future Perfect Continuous Tense
13. Simple Past Future Tense
14. Past Future Continuous Tense
15. Past Future Perfect Tense
16. Past Future Perfect Continuous Tense

Each of these has a present, past, future, and past future form. It means that English grammar has sixteen kinds of tenses, but in this research, the writer will focus on simple present tense, because that tense often uses daily conversation.

D. Concept of Simple Present Tense

1. Definition of Simple Present Tense

The simple present is a verb tense with two main uses. Using the simple present tense when an action is happening right now, or when it happens regularly (or unceasingly, which is why it's sometimes called present indefinite). Depending on the person, the simple present tense is formed by using the root form or by adding s or es to the end. Simple Present Tense refers to an action or situation that to do not change frequently. That, at least the short meaning of the simple present tense that should be known.¹⁹

In addition, it is used to describe habits or routines, to express opinions, or to make general statements of fact, the simple present can also be used to refer to the future. It means that simple present tense is a sentence that is used to express daily activity, habitual, general statement. It can also be used to express the future. However, the wrong perception of simple present tense will affect the students' ability in constructing or understanding simple present tense in sentences. In this case, meaning students should study the rule of this tense; because, even if this is a "simple" one, students should not play it down.

Here are the rules of usage of simple present tense: Auxiliary verb + main verb Do/Does Base, There are three important exceptions:

1. For positive sentences, do not normally use the auxiliary.
2. For the 3rd person singular (he, she, it), we add -s or -es to the main verb and -es to the auxiliary in the negative and questions form.
3. For the verb to be, we do not use an auxiliary, even for questions and negatives.

Simple Present Tense has three important meanings They are:

¹⁹ Patricia Werner, *Mosaic 1 A Content-Based Grammar*, (New York : McGraw-Hill, 1990), p.125

a. A present state

a) Simple Present Tense often indicates a state which exists now that refers to a fact which is generally true. For example, The sun rises in the east.

b) Simple Present Tense can also refer to states that can change

For example: Where does your uncle work? I'm sorry, I don't know. I think he works in a fashion company.

b. A present habit

a) Simple Present Tense refers to an action repeated regularly such as habit or custom. For example, Robby smokes. Anita plays a doll

b) Simple Present Tense can be used with frequency adverbs like always, never, sometimes, ever, usually, often, etc. For example, Billy sometimes goes fishing in the summer.

c. A present event

This meaning of Simple Present Tense is less common. It refers to an event that happens at the very moment of speaking. For example, I regret that I made a mistake. I beg you to be more careful.²⁰

2. Use of Simple Present Tense

a. Repeated Actions

Use the Simple Present to express the idea that an action is repeated or usual. The action can be a habit, a hobby, a daily event, a scheduled event, or something that often happens. It can also be something a person often forgets or usually does not do.²¹

Examples:

²⁰ Terry Willie, *Simple Present Tense*
<http://grammar.about.com/od/rs/g/Simple-Present-Tense.htm> retrieved on april 2nd 2016.

²¹Steven, *Simple Present Tense*,
<http://www.englishpage.com/verbpage/simplepresent.html>, retrieved on April 2nd, 2016

- 1) The train leaves every morning at 8 AM.
- 2) The train does not leave at 9 AM.
- 3) When does the train usually leave?
- 4) She always forgets her purse.
- 5) He never forgets his wallet.

b. Fact or Generalization

The Simple Present can also indicate the speaker believes that a fact was true before, is true now, and will be true in the future. It is not important if the speaker is correct about the fact. It is also used to make generalizations about people or things.

Examples:

- 1) Cats like milk.
- 2) Birds do not like milk.
- 3) California is in America.
- 4) California is not in the United Kingdom.
- 5) Windows are made of glass.

c. Scheduled Events shortly

Speakers occasionally use Simple Present to talk about scheduled events in the near future. This is most commonly done when talking about public transportation, but it can be used with other scheduled events as well.

Examples:

- 1) The train leaves tonight at 6 PM.
- 2) The bus does not arrive at 11 AM, it arrives at 11 PM.
- 3) When do we board the plane?
- 4) The party starts at 8 o'clock.
- 5) When does class begin tomorrow?

d. Now (Non-Continuous Verbs)

Speakers sometimes use the Simple Present to express the idea that an action is happening or is not happening now. This can only be done with Non-Continuous Verbs and certain Mixed Verbs.²²

Examples:

- 1) I am here now.
- 2) She is not here now.
- 3) He needs help right now.
- 4) He does not need help now.
- 5) He has his passport in his hand.
- 6) Do you have your passport with you?

3. Form of Simple Present Tense

The following forms of simple present tense are:

1. Verbal

when the predicate is a verb, the sentence will be called "Verbal Sentence".

a. Positive form

Formula: S + Verb + (s/es) + O

Example: My father reads newspaper every morning.
I get up 5 O'clock every day.

b. Negative form

Formula: S + do/does + not + verb + O

Example: My father doesn't read newspaper every morning. I don't get up 5 O'clock every day.

c. Interrogative form

Formula: Do/does + S + verb1 + O?

Example: Does my father read newspaper every morning?

²²*ibid*

Do you get up 5 O'clock every day?

d. Negative Interrogative form

Formula: Do/does + not + S + verb1 + O?

Example: Doesn't he speak English well? Don't you eat every day?

2. Nominal

When the predicate (in a sentence) is a noun, pronoun, noun phrase, adjective or adverb, the sentence will be called "Nominal Sentence".

1) Positive form

Formula: S + to be + noun adjective/adverb

Example: The world is round. Tom and I are students.

2) Negative form

Formula: S + to be + not + noun adjective/adverb

Example: My bed is not comfortable. The shops are not open every morning.

3) Interrogative form

Formula: S + to be + not + noun adjective/adverb

Example: Is your parent at home?. Are these hotel expensive?

4) Negative Interrogative form

Formula: Tobe + not + S + noun adjective/adverb

Example: Aren't you a doctor? Yes, I am/No, I am not.

Isn't she a nurse? Yes she is/No, she isn't.

4. Time signals of Simple Present Tense

Time signal are words and phrases that tell us when an event takes place. Time signals for the simple present tense

identify more than just one event. Remember that the simple present tense is used for repeated events.

a. Adverb of Time

Every Day	Every Week	Every Month	Every Year
Every/Each	In The Morning	Once/Twice day	Here / There

b. Adverb of Frequency

Always	Never	Seldom
Often	Now	Sometimes

Note: Adverb of frequency is often used before the verb or after the verb.

Example: They usually study English.

They do not always study English.

Do they seldom study English?

Don't they seldom study English?

Based on the statement above it can be concluded that simple present tense is a sentence construction that tells or shows the daily activities and general truth in the nominal or verbal form of positive, negative, interrogative, and negative interrogative sentences using its particular time signals.

5. Simple Present Tense Mastery

It has known what is simple present tense meaning. But, what about it is adding by mastery upon it, what will it be meaning? To clarify, mastery is a great skill or knowledge about something which is had by someone. Additionally, mastery is necessary for effectiveness, but it is also a means

for achieving a deeper understanding.²³ While Messer stated, mastery is a broad knowledge and skill in understanding the world of physical objects.²⁴ That can be interpreted that mastery is complete of having control over something superiority thorough knowledge of a subject; also, mastery has a broad skill of knowledge in understanding the objects.

Bottom line, it can be concluded that simple present tense mastery is the student's skill to construct sentences that tell or show daily activities or general truth in the nominal or verbal form of positive, negative, interrogative, and negative interrogative sentences using its particular time signals.

E. Concept of Speaking

Speaking skills are one of the four language skills that must be mastered language skills in addition to studying Middle writing (writing), reading (reading), and listening (listening). Speaking is a productive skill in oral mode. It is like the other skills, is more complicated than it seems at first and involves more than just pronouncing words.²⁵

1. Definitions

According to Taringan, a talk is a form of human behavior that makes use of physical factors, neurological, psychological, linguistic, and semantic difference is very intensive. Taringan further argued that talking is the ability of someone to say the articulation sounds or words that aim to express, States as well as convey thoughts, ideas, and feelings. While Brown and Yule in Nunan argue that talk is to use spoken language consisting of a short greeting, not intact or fragmentary in the scope of

²³Michael G. Fullan, *Why Teacher must Become Change Agents*, *Journal of Educational Leadership*, 1993, p. 4, <http://www.sunyed1630.wikispase.com>, retrieved on April 2nd, 2016

²⁴David J. Messer, *Mastery Motivation in Early Childhood*, (London: Routledge, 2003), p

²⁵Marriam Bashir, *Factor Effecting Students' English Speaking Skills*(British Journal Publishing, http://www.bjournal.co.uk/BJASS.aspx/2011/Factor_Effecting_Students'_English_Speaking_Skills, 2011), p.38

pronunciation. The pronunciation is very closely related to the reciprocal relationship between one speaker conducted with listeners. While according to Django Taringan speaking is a skill to convey messages through spoken language.

So, to conclude, speaking is the ability to speak the ideas within someone's head out. Due to this, it has to be a clear one; in order, the listeners can take the meaning properly. So then, the pronunciation also should be considered and done decently. Meaning, the sound that comes out from our mouth has to be right as it is should be pronounced; so, the message will be delivered correctly.

However, speaking can be formed in many ways; as long as there is a word's sound that comes from our mouth speak to ourselves, also. Even so, to make it done properly, it should be at least two participants; one as a speaker and the other as a listener. As a result, it can make one form of speaking and that will be a conversation. Conversation (conversation) is one form of realization of speaking skills, to be clear. The definition of this conversation many variations. Here shows only three definitions of a different dictionary.

1. If you hold a conversation with someone, you talk to him, and usually in situations that are not official (Collins ' COBUILD English Dictionary).
2. The unofficial Talks in which people exchange news, feelings, and thoughts (Longman Dictionary of Contemporary English).
3. An unofficial talk that involves a small group of people or just two people; the activity of his talk in the same way. (Oxford Advanced Learner's Dictionary)

According to Thorn bury and Slade, conversations are generally in the form of unofficial, an interactive conversation between two or more people that occurs in real-time and spontaneously has the function of an interpersonal area, and those involved symmetrical share rights.

2. Speaking Process

According to Hornby teaching means instructing (a person): give a person (knowledge skill, etc). While speaking means to make use of words in an ordinary voice. So, teaching speaking is instructing a person to communicate. The process of speaking skills has happened or proceeded by listening skills. Increasing listening skills is very beneficial for speaking ability. The goal of teaching speaking skills is to communicate efficiently.²⁶ Learners should be able to make themselves understood, using their current proficiency to the fullest.

Nevertheless, they should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation. So, the way teachers teach speaking, in the writer's opinion, is the way for the students to express their emotions, communicate needs, interact with other people in any situation, and influence others. For this reason, in teaching, it is necessary to have a clear understanding involved in speech.²⁷ To help students develop communicative efficiency teachers can use a balance activities, such as :

- a. Language input: Come in the form of preaching, listening activities, reading passages, and practice outside class, for sure. So the students can learn speaking from all situations, and it makes them mature enough in terms of speaking.
- b. Structured Output Activities
 1. Information Gap Activities: Students complete the task by obtaining missing information, a feature the activities have in common with real communication.

²⁶Sidney, Greenbaum and Gerald Nelson. *An Introduction to English Grammar*.(London:Longman,2002), p. 1

²⁷ 8 Godwin, Janet. *Teaching English as a Second or Foreign Language*. (Boston: Heinle- Heinle. 2001), p. 118

2. Jigsaw Activities: Activities are more elaborate information gap activities that can be done with several partners.

c. Communicative Output Activities:

1. Role Plays: Students are assigned roles and put into situations that they may eventually encounter outside the classroom.

2. Discussions: Just like role plays, it will be succeed when the instructor gives the students papers first, and then they can do discussion .

Those are several relatable ideas that teachers can be adopted. Yet, different classes need different approaches. So, teachers succeed more aware of class happening; as a consequence, the goals must be set for students to achieve. For instance, it can take Godwin ideas, they are :

1. Functional intelligibility: Argued that learners should be able to speak an intelligible foreign language, that is ay, listeners need to understand the learner's message without huge efforts.
2. Functional communicability: Learners also need to be successful in a 'specific communicative situation'.
3. Increased self-confidence: They need to 'gain confidence in their ability to speak and be understood'.
4. And speech-monitoring abilities: They need to monitor and control their production by paying attention to their speech. Based on the explanation above, we know that if the student wants to succeed in speaking English, they have to consider about five components in speaking and grammar is important one of those components. Because of that, the writer will explain the grammar concept.

3. Speaking Ability

Speaking is one of the skills that should be mastered by students in learning English. To most people, mastering speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language.²⁸ On other hand speaking ability can be defined as the ability to use in an essential normal communication, situation, and signaling system of pronunciation, stress, intonation, grammatical structure, and vocabulary of a foreign language.

As well as that, it should be noted, according to Richards and Renandya, speaking ability is divided into four activities: Oral (aural: oral activities), Images (visual: oral activities), material aid (material-aided: oral activities), and Awareness of culture (culture awareness: oral activities). Furthermore, according to Richards the function of speech include: As the interaction (talk u.s. interaction). Element anyway, among others: social functioning, reflect on relationships, Reflect the identity of the speaker, can be formal or casual.

Without a doubt, English speaking is very important to be taught to students. Speaking is making words use in an ordinary voice, uttering words, knowing and being able to use language; expressing oneself in words; making the speech. While skill is the ability to do something well. Thus, the writer can infer that speaking is the ability to make use of words or a language to express oneself in an ordinary voice. In short, the speaking skill is the ability to perform linguistics knowledge in actual communication. The ability functions to express our ideas, feeling, thoughts, and need orally. According to Evelyn,²⁹

Five components influence speaking:

²⁸Sukmawati, *The Effectiveness of Using Small-Group Discussion Strategy in Improving the Second Year Students' Speaking Skill of Islamic Boarding School Dahrun Nahdhah Thawalib.*(Pekanbaru: Faculty of teacher and Educational:unpublished,2010), p. 1

²⁹Esjelyn .R. Evelyn. *English Made Easy.* (Jakarta: Kesaint Blanc, 2008), p. 54-59

1. Grammar

It is needed for students to arrange a correct sentence in a conversation. And also in line with the explanation suggested by Heaton that student's ability to manipulate the structure and to distinguish appropriate grammatical forms in appropriate ones. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

2. Vocabulary

One cannot communicate effectively or express their ideas in both oral and written form if they do not have sufficient vocabulary. So, vocabulary means the appropriate diction which is used in communication.

3. Pronunciation

Pronunciation is the way for students' to produce clearer language when they speak. It deals with the phonological process that refers to the component of grammar made up of the elements and principles that determine how sounds vary and pattern in a language.

4. Appropriated

Appropriated means that the ability to use language appropriately in communication. Hymes states in Evelyn that using language appropriately has to consider some variables, such as setting, participant, and purpose.³⁰

5. Conventional

According to Pawley and syder the ability to use routines contributes to the sense of naturalness and nativeness about a person's speech. From the statement conventional are the ability of learners to express their feeling correctly and spontaneity.

Above all, when students have mastered the speaking ability, they can do a lot with speech. In other words, they can

³⁰Esjelyn.*Ibid.* p. 64

deliver words that can motivate, move, and change people; by only speaking. It is correlated to Tarigan, talk has three common intent, namely: informing, reporting (to inform), entertaining, entertaining (to entertain); and persuade, engage, urgent, convincing (to persuade).

F. Concept of Students' Ability in Speaking

To enable students to communicate, we need to apply the language in real communication. Speaking is the ability to speech or utterances with the purpose of having intention to be recognized by speaker and the receiver processes the statements in order to recognize their intentions. Speaking ability of the students is depending on the complexity of the information to be communicated; however, the speaker sometimes finds it difficult to clarify what they want to say.

Speaking is the first mode in which children acquire language, it is part of the daily involvement of most people with language activities, and it is the prime motor of language change. It also provides our main data for understanding bilingualism and language contact.³¹

Speaking skill is the ability to use the language in oral form. In junior and senior high schools this skill is limited to the ability to conduct a simple conversation on some subjects (e.g, expressing regret, gratitude, agreement, offer, certainty, etc). Among the four skills, speaking skill is a difficult one to assess with precision, because speaking is a complex skill to acquire.

The following four or five components are generally recognized in analysis of speech process:

1. Pronunciation (including the segmental features, vowel and consonants; and the stress and intonation).

³¹ Dedi Efrizal, *Improving Students' Speaking through Communicative Language Teaching Method at Mts Ja-alhaq Sentot Ali Basa Islamic Boarding School of Bengkulu*. International Journal of Humanities and Social Science, Vol. 2 No.20. 2012.

2. Grammar
3. Vocabulary
4. Fluency (the ease and speed of the flow of speech)
5. Comprehension.³²

So it can be concluded that students' speaking ability is their ability to retell the contents of communication given to their friends by using their own words, with measuring of their pronunciation, grammar, vocabulary, fluency, and also comprehension of dialogue.

G. Concept of Daily Conversation

A. Definition of conversation

The conversation is the occurrence of communication that is carried out by some to give views, thoughts, proposals, and solutions. A long conversation will result in a positive mutual agreement and the results are disseminated to all those who have an interest in the outcome of that agreement. All deals of the conversation must be obeyed together because of its use for together.

Relate to language speaking skills English means empowering students to do speaking skills most easily. Students feel happy about English lessons because taught through a much more enjoyable strategy so that it is motivated for students to learn actively and creatively. When students feel happy, active, and creative towards English subjects have good abilities written and spoken will increase.

According to Pattison (1987: 210) and Zainil (2008), there is some classification of conversation that can be smooth English speaking skills of students at once make it easier to master all components of skills speak, as follows:

³² H. Douglas Brown, *Language Assessment Principle and Classroom Practices* (1st Ed), (Longman, 2004), p. 140

a. Structural conversation

Penny (2000: 75) states that a specific instance of grammar is usually called a 'structure'. Examples of structures would be the past tense, noun plurals, the comparison of adjectives, and so on. The use of English both in daily conversations and the use of written language must be precise and correct in any way because it relates to time: past, now, and will come. Besides that, the use of language structures in English is related to the use of the form nouns, pronouns, articles, and various forms of words: adjectives, verbs, and adverbs.

Thus, conversation material or conversation aims to raise the potential of capable students use language communication/conversation functions English properly and correctly (structure) in conversation day-to-day both formally and informally. That is students are given ample opportunities to study structures English comprehensively and deeply so student conversations in English are informational. Try to observe the conversation below, as following:

John: May I borrow your pen?

Mary: Yes, please!

John: By the way, will you come to my house this afternoon?

Mary: With my pleasure.

John: Waiter, give me two cups of coffee, please!

What needs to be observed in the form of the conversation above (points 1 and 2), is the functioning of the structure in use language. In other words, in every conversation/ students are expected to improve the preparation of language sentences in English according to English grammar to be good and correct.

b. Functional conversation

Are conversation lessons intended to shape students' abilities in the functioning of the language according to place and whereabouts. In daily conversation (daily conversation) is often faced with something that is objective.

John: May I borrow your pen?

Mary: Yes, please!

John: By the way, will you come to my house this afternoon?

Mary: With my pleasure.

John: Waiter, give me two cups of coffee, please!

The differences in dialogue 1 and 2 mentioned above are similar however not the same.

c. Situational Conversation.

John: May I borrow your pen?

Mary: Yes, please!

John: By the way, will you come to my house this afternoon?

Mary: With my pleasure.

John: Waiter, give me two of coffee, please!

In phrase 2 coffees - that is one example of how to use specific functions in communication based on the situation. In a restaurant, we usually say 2 coffees even though it grammatically wrong, because coffee is usually considered an uncountable noun. Based on the meaning of the conversation above, it can be withdrawn conclusion that every student involved in communication English in English subjects are good in a two-way form (leading), groups, students with teachers, a teacher with students to communicate/practice teaching materials that have been determined according to the syllabus and package book.

B. Definition of daily conversation

Based on the explanation of the Cambridge dictionary, Daily is happening on or relating to every day³³. It is supported by the Oxford dictionary, which explains that daily is happening, done, or produced every day.³⁴ The conversation is talk between two or more people in which thoughts, feelings, and ideas are expressed, questions are asked and answered, or news and information are exchanged.³⁵ It is supported by the Oxford Dictionary, it explains that conversation is an informal talking involving a small group of people or only two.³⁶

Providing other activities outside of the classroom such as English Daily conversation can be beneficial toward their progress in learning speaking. It will influence the student's ability to provide appropriate content-area instruction to the students.³⁷ It can also necessary to promote the interaction between language learners and shape the individual development of both the form and the content of the target language.³⁸ Therefore, an additional language learning environment is important in improving the students' speaking ability. The concept of participation in the conversation also reveals the importance of daily conversation in language learning since it is responsible for language acquisition.

H. Frame of Thinking

Teaching and learning language is the process to help the students to master both spoken and written. In so doing, the

³³ Cambridge University, "Cambridge Advanced Learner's Dictionary", (Cambridge: University Press, 2008), p. 349

³⁴ Oxford, "Oxford advanced learner's Dictionary", (New York: Oxford University Press, 2009), p. 366

³⁵ Cambridge University, *Op. cit.*, p. 306

³⁶ Oxford University, *Op.cit.*, p. 321

³⁷ Yang Hong. "On teaching strategies in second language acquisition". *US-China Education Review, Volume 5, No.1* (2008). p. 61

³⁸ Shima Kameli, et.al. "The Influence of Formal Language Learning Environment on Vocabulary Learning Strategies". *Journal of Language Teaching and Research, Vol. 3, No. 1*(2012.). p, 24-25

students should understand the component and skills. Because component and skills of language are very important to be taught by the teacher and learned by the students to increase their language ability. One of the language components is grammar. Grammar is a rule on how to make good sentences that can be understood by the reader, to be exact.

Particularly, in English grammar, there is an important part called tense. Tense is a verb that shows the time of an event or action, it is very important in constructing a sentence and it should be mastered by the learners. Tense is one of the important parts of the structure in English. Especially, simple present tense; it gives an idea that something occurred in the present. So, mastery in simple present tense is reflected by the students' ability to understand and to use simple present tense correctly in the appropriate sense. Mastering simple present tense will help students to increase their language skills.

There are four skills in English, actually; one of them is speaking. Also, there are many kinds of speaking, that should be mastered by learners. In particular, one of them is speaking ability in daily conversation, conversation is one form of realization of speaking skills. According to Thorn bury and Slade, conversations are generally in the form of an unofficial, interactive conversation between two or more people that occurs in real-time and spontaneously has the function of an interpersonal area, and those involved symmetrical share rights.

Hence, to make a sentence in daily conversation is using simple present tense; as well as daily activities. It can be said that if the students master the grammar, especially in the simple present tense, they can make conversation well. Therefore, the writer researched to find out whether or not there is a correlation between students' simple present tense mastery and speaking ability in daily conversation.

I. Hypothesis

Based on the frame of thinking above, the writer proposes the hypotheses as

- Ha: There is a correlation between students' present tense mastery and speaking ability in daily conversation.
- Ho: There is no correlation between students' present tense mastery and speaking ability in daily conversation.



REFERENCES

- Ag. Setiyadi Bambang, 2006. *Teaching English as a Foreign Language*, Yogyakarta: Graha Ilmu.
- Ghasemi Asghar, Zahediasl Saleh, 2016 *Normality Tests for Statistical Analysis: A Guide for Non Statisticians*, International Journal.
- Conklin, Greer Mary. 1912. *Conversation: What to Say and How to Say It*. pp. 35–60 New York and London: Funk & Wagnalls Company.
- Messer J. David, 2003 *Mastery Motivation in Early Childhood*, London: Routledge.
- Brown Douglas, 2004. *language Assessment Principle and Classroom Practices* (San Fransisco.
- Evelyn. R. Esjelyn. 2008 *English Made Easy*. Jakarta: Kesaint Blanc.
- Wishon E. George and M. Burks Julia, 1980. *Let's Write English*, North York: Van Nostrand Reinhold.
- Janet, Godwin. 2001. *Teaching English as a Second or Foreign Language*. Boston: Heinle- Heinle.
- Brown Douglas. 1994 *Teaching by Principles an Interactive Approach to Language Pedagogy*: 2nd Edition, New York: Longman.
- Nassaji Hossein, Fotos Sandra, 2011. *Teaching Grammar in Second Language Classrooms* New York: Taylor and Francis e-library.
- Fraenkel R. Jack and Wallen E. Norman, 1932. *How To Design and Evaluate Research in Education*, New York: Mc Graw-Hill Book.
- Hermer Jeremy, 2004. *How to Teach Writing*, Harlow: Longman Group.
- Murno John, 2011. *Teaching oral language* Camberwell Victoria : Australian council for Educational.

- Best W. John and Kahn V. James, 1995. *Research in Education* (7th Ed), New Delhi: Prentice-Hall.
- Lado M.J, 2008 *Memahami Tenses Bahasa Inggris*, Jakarta: TitikTerang.
- Lodico G. Marguerite, Dean T. Spaulding and Katherine H. Voegtler, 2006 *Methods in Educational Research: From Theory and Practice*, San Fransisco: Jossey-Bass.
- Bashir Marriam, *Factor Effecting Students' English Speaking Skills*(British Journal
- Fullan G. Michael, 1993. *Why Teacher must Become Change Agents*, *Journal of Educational Leadership*.
- Maxom Michelle, 2009. *Teaching English as a Foreign Language for Dummies* Chichester: John Wiley and Sons.
- Aruf Muhammad, 2004 *Jurnal Ilmiah: Penerapan aplikasi ANATES*, (Madura: Universitas Trunojoyo Madura.
- Werner Patricia, 1990. *Mosaic 1 A Content-Based Grammar*, New York: McGraw-Hill.
- Joseph Paul, *Grammar Simple Present Tense*,
<http://www.englishleap.com/grammar.tense>, retrieved on April 2nd, 2016
- Sugiyono, 2015 *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*, (ed: 21st) Bandung: Alfabeta.
- Koizumi Rie, 2005 Speaking Performance Measures of Fluency, Accuracy, Syntactic Complexity, and Lexical Complexity JABAET: Japan-Britain Association for English Teaching.
- Seventh Grade Students', 2020. *The Result with Interview to Students of Eight Grade*,
- Sidney, Greenbaum and Gerald Nelson. 2006. *An Introduction to English Grammar*. London.

Sukmawati, 2010 the Effectiveness of Using Small-Group Discussion Strategy in Improving the Second Year Students' Speaking Skill of Islamic Boarding School Dahrn Nahdhah Thawalib. Pekanbaru: Faculty of teacher and Educational.

Victoria Fromkin Victoria, Rodman Robert, Hyams Nina, *An Introduction to Language*. Massachusetts: Wadsworth, a Part of Thomson Corporation.

Winograd, Terry. 1972 *"Understanding natural language"*. Cognitive Psychology Publishing, <http://www.bjournal.co.uk/BJASS.aspx/2011/FactorEffecting Students' English Speaking Skills>.



